

Webinar 3

Tiered Interventions for High Schools

A Focus on Community Partnerships

And Resources Segment I:

Community Partnerships for Raising

Graduation Rates



Community Partnerships for Raising Graduation Rates

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Goal and Objectives

Goal

The overall goal is to enhance participants' knowledge of the indicators underlying reduced graduation rates, and the varied steps that schools, districts and communities have taken to keeping students in school, progressing in school and on track to graduation.

Objectives

- Briefly review research related to community partnerships that support keeping students in school, progressing in school, and on track
- Review snapshots of community and non-profit organizations and partnerships and the wide range of possibilities
- Review snapshots of a few schools and districts that have had success



The Challenge -- Dropouts

- **Currently 25% of American youth do not graduate from high school on-time.**
- **What do we know about the reasons youth drop out of school? Are we right?**



Indicators and Influencers of Student Disengagement? (Yes, No?)

Poor Attendance
Overage: 1–2 years, 2 years+

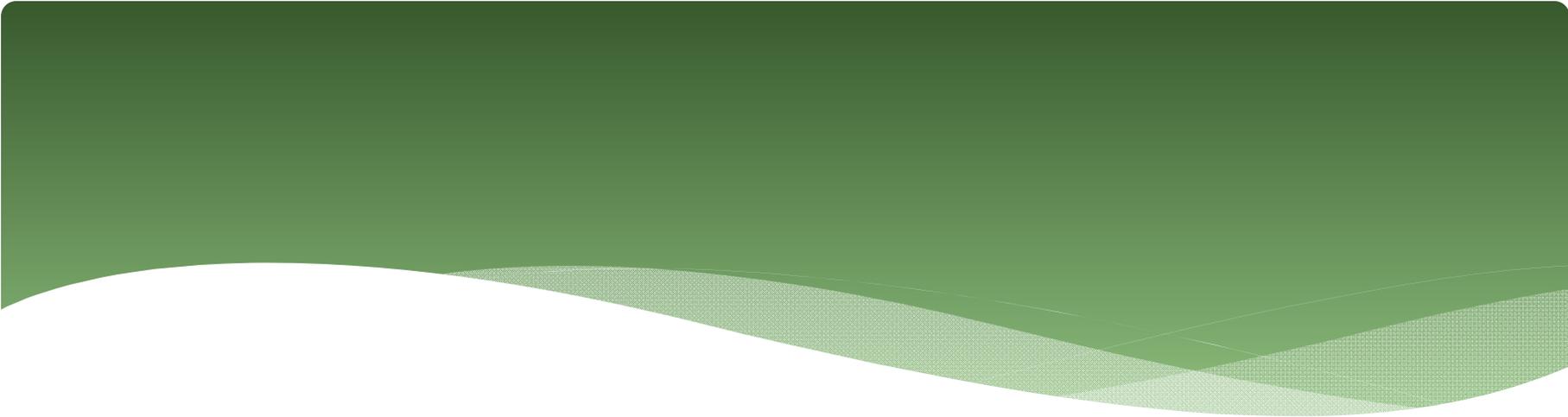
Behavior Marks
Suspensions

Course Failure
Core Courses
Elective Courses

Special Education, ESL
Standardized Test Scores

Behavior
Repeaters
Ninth Grade Repeaters

Gender
Socio-economic Status
Parental Education

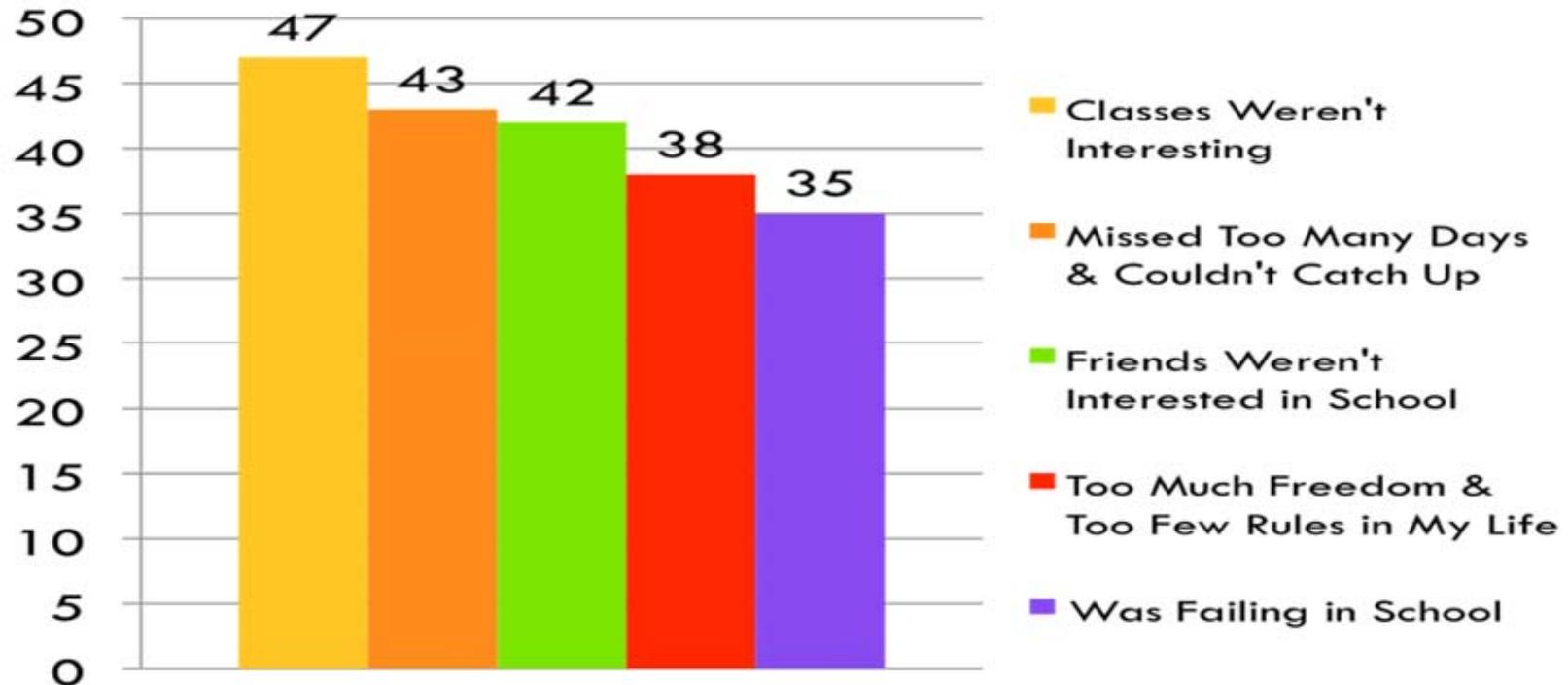


What Students Who Drop Out Report



Dropouts' Reasons For Leaving School Without a Diploma

Top Factors Identified by Dropouts (*Silent Epidemic*)

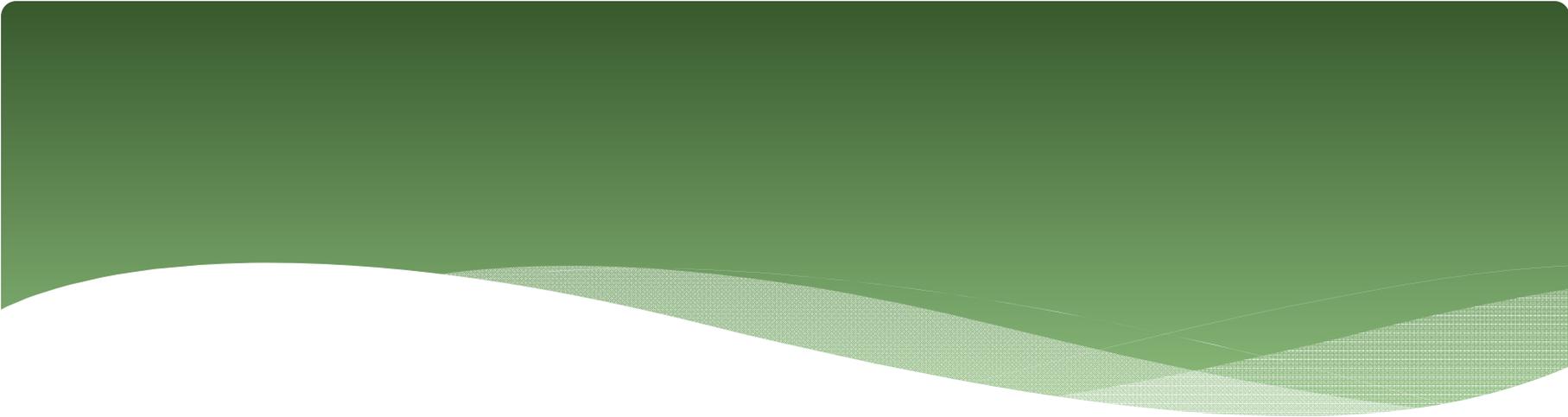


Early Dropouts' Reports About Why They Leave

| | Boys | Girls |
|----------------------------------|-------------|--------------|
| • Didn't like school | 58% | 44% |
| • Didn't get along with teachers | 52% | 17% |
| • Felt didn't belong at school | 31% | 14% |
| • Couldn't get along with peers | 18% | 22% |
| • Suspended too often | 19% | 13% |
| • Failing school | 46% | 33% |
| • Couldn't keep up with work | 38% | 25% |

Consult *Grad Nation* Tool 12 for further data. Source of table is *NELS:88. Two Years Later*, National Center for Education Statistics





- **A Reminder
About Indicators**



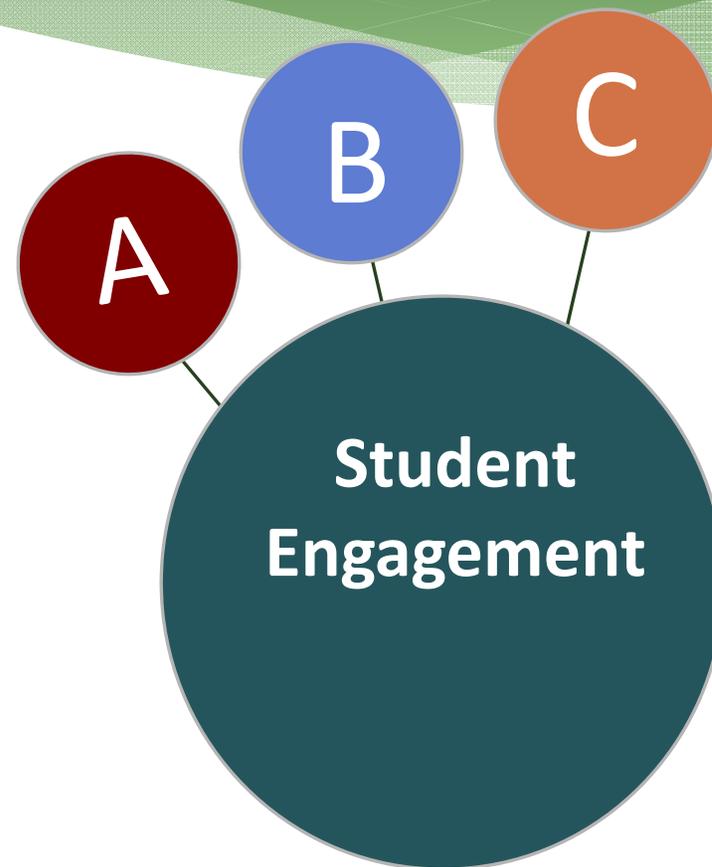
Early Warning Indicators of Student Disengagement – the ABC's

Attendance

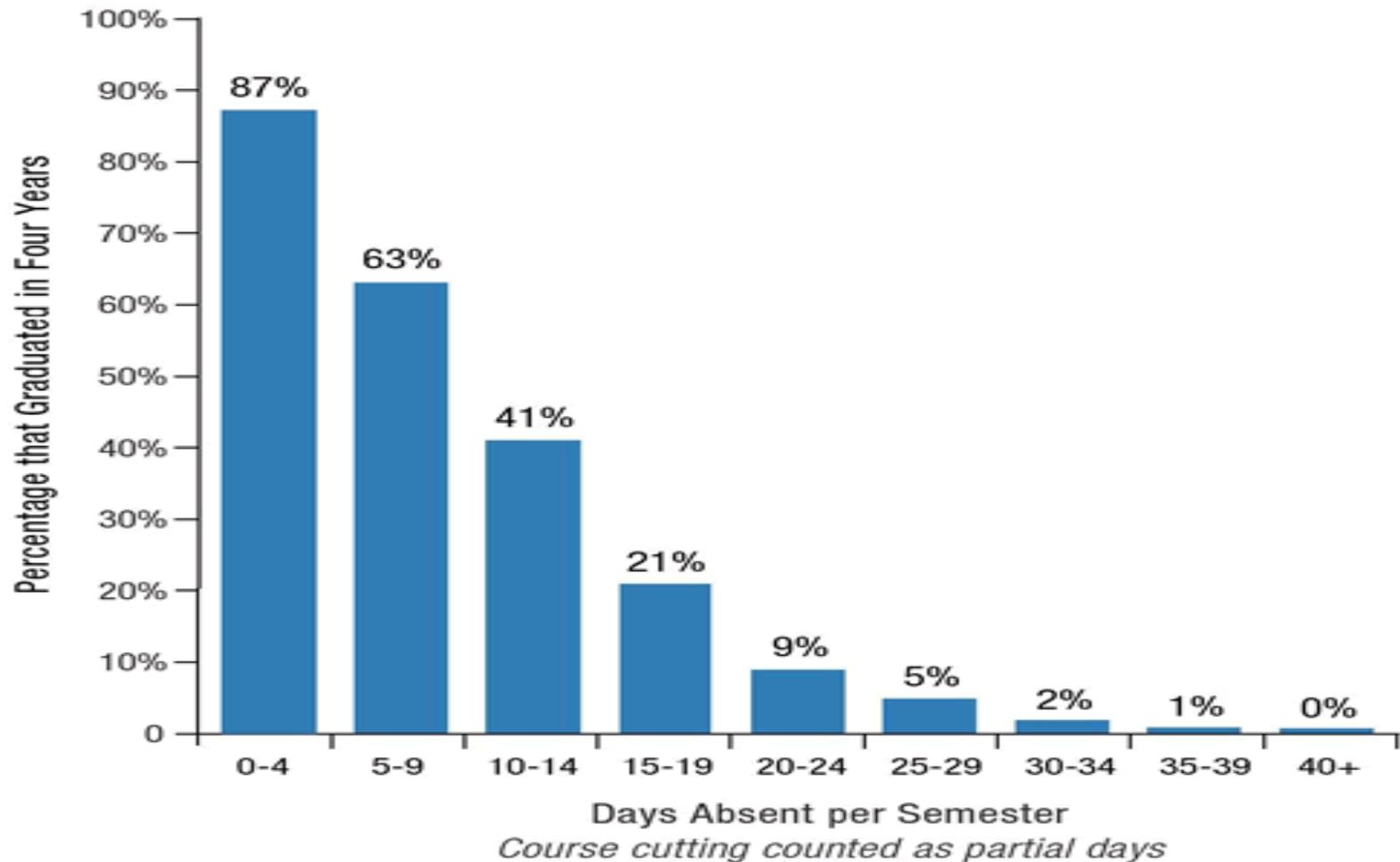
Behavior

Course

Performance



Four-Year Graduation Rates by Freshman Absence Rates



- **What is known about what types of supports exist at which school levels, and who provides them?**



At Least One School per District Offers (20+ poverty schools)*

| | ES | MS | HS |
|------------------------------|-----|-----|-----|
| • Tutoring | 85% | 86% | 88% |
| • Summer School | 61% | 61% | 68% |
| • Remediation classes | 62% | 70% | 80% |
| • Guided study/acad. support | 32% | 53% | 59% |
| • Alt. schools/programs | 25% | 49% | 76% |
| • After-school programs | 50% | 52% | 47% |

- *Source: Dropout Prevention Services and Programs in Public School Districts, 2010-2011, NCES 2011-037



What Does Data Tell Us About Support During Transitions? (20%+ poverty)

| | |
|-------------------------|------------|
| ES/MS, student mentor | 7% |
| ES/MS, adult mentor | 13% |
| ES/MS, advisement class | 17% |
| MS/HS, student mentor | 15% |
| MS/HS, adult mentor | 30% |
| MS/HS, advisement class | 36% |

Source: Op cit, Table 5



Characteristics of Adults Who Offer Support in 20%+ Poverty Schools

- Counselors, teachers & administrators who formally mentor students
63%, 68%, 76% (ES, MS, HS)
- Adults employed by the district whose only job is to mentor students
9%, 11%, 16% (ES, MS, HS)
- Community volunteers
36%, 34%, 34% (ES, MS, HS)

Source: Op cit, Table 6



- **What is the role for community partnerships in addressing these challenges?**



Research and Practice

- University of Chicago Consortium on Chicago School Research
- Johns Hopkins University, National Network of Partnership Schools
- Diplomas Now: Johns Hopkins University, Communities in Schools and City Year
- Snapshots from the field – Community
- Snapshots from the field – Schools & Districts



Consortium for Chicago School Research “Organizing Schools for Improvement”

- Leadership
- Parent-community ties
- Professional capacity
- Student-centered learning climate
- Instructional guidance



“My Voice, My School” Five Essentials in Chicago*

- Effective leaders
- Collaborative teachers
- Involved families
- Supportive environment
- Ambitious instruction

* University of Chicago Consortium on Chicago School Research, <http://ccsr.uchicago.edu/publications>, student/teacher survey with 158,000 respondents, 2011



National Network of Partnership Schools

- Action Teams for partnerships
- Six types of involvement
- One year action plan
- Program evaluation



NNPS: Six Types of Involvement

- Parents
- Communicating
- Volunteering
- Learning at home
- Decision-making
- Collaborating with the community



Family Engagement is:

- **A Shared Responsibility –**

Schools and other community organizations/agencies are committed to working with families in meaningful and culturally respectful ways, and families are committed to actively supporting their children's learning and development.

- **Cradle to Career –**

From Head Start to College & Career

- **Across Contexts –**

Throughout contexts in which children learn – at home, in schools, in after-school programs, in faith-based institutions, and in community programs and activities.



Diplomas Now

- A Johns Hopkins University initiative – now funded with a U.S. ED I3 validation grant -- that combines Talent Development Secondary comprehensive school reform, with Communities in Schools' case management approach and City Year's youth mentoring approach to establish a working infrastructure to transform schools and the relationships within and outside of them that support students



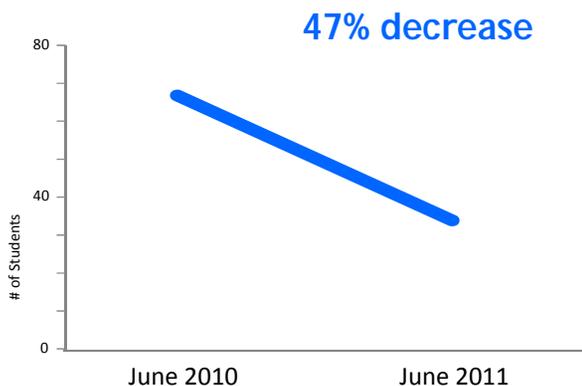
Diplomas Now Results -- Philadelphia PA

Below are the results Diplomas Now was able to achieve in partnership with four high poverty schools in Philadelphia during the 2010-11 school year. Aggregate results shown for Feltonville, Cooke and Marshall middle schools and Overbrook high school.

DIPLOMAS NOW RESULTS: CONTINUING PROGRESS

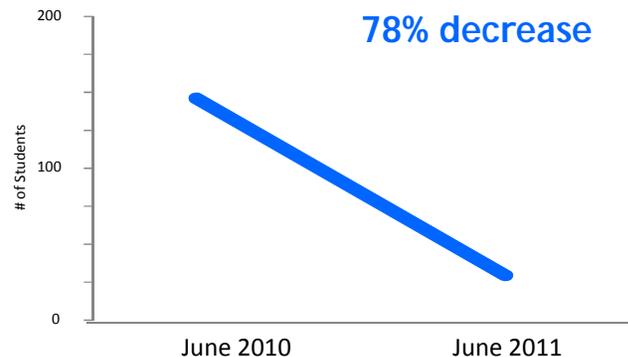
Attendance

*# of Off-track students in Attendance**



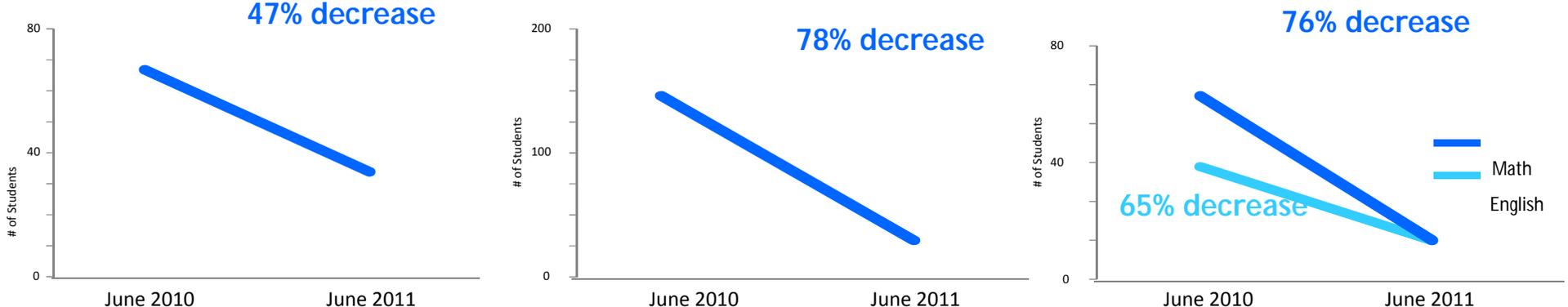
Behavior

*# of Off-track students in Behavior***



Course Performance

of Students Failing Math and English



*Off-track in attendance defined as students with below 80% attendance. **Off-track in behavior defined as 5 or more negative behavior comments in a marking period.



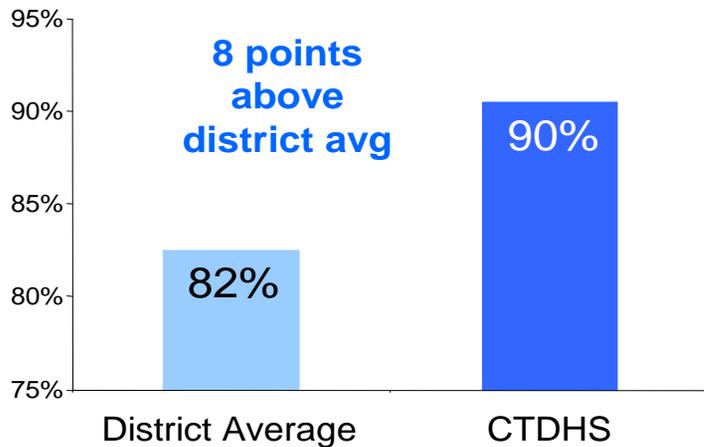
Chicago Talent Development High School Results

Diplomas Now is part of the Chicago Talent Development High School (CTDHS). This new school start was founded in 2009 with backing from the teachers and service workers unions. Last year, Diplomas Now served the class of 2013 which had 94 students, 99% of which were on free or reduced price lunch. Below are results from the 2009-10 school year.

92% of students promoted to 10th grade on time

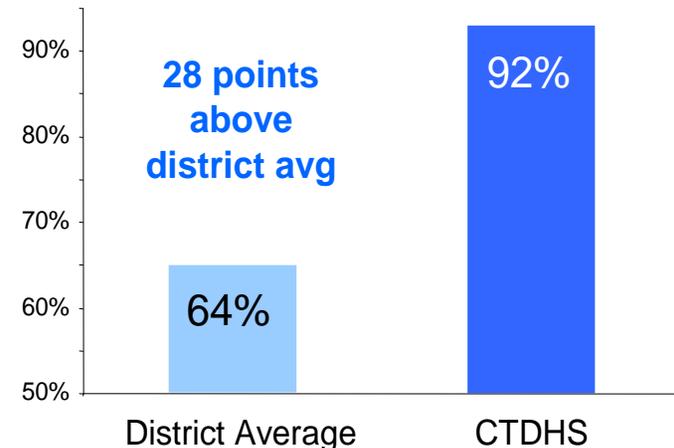
Attendance

Average Daily Attendance



On-track Students

% of 9th graders on-track to high school graduation



* District averages shown for 9th grade students as published by Chicago Public Schools, Office of Performance for the 2009 school year



Snapshots from the field

Community Partnerships

- Boys and Girls Clubs – Be Great, Graduate
- Big Brothers, Big Sisters
- Chambers of Commerce
- United Way
- Communities in Schools
- AT&T – ASPIRE
- STRIVE Partnership – Cincinnati and expanding
- Corporation for Public Broadcasting American Graduate Initiative



Snapshots from the field

Local Schools and Communities

- Broad Urban Prize Districts
- A single school – Ware County HS, GA
- Two schools – Dothan City Public Schools, AL
- A large urban district – Houston ISD
- The largest urban district – NYC’s Mayor’s Chronic Absenteeism and Truancy Effort



Ware County HS, GA

- Bringing families and the community inside schools, literally
- Bringing the community in, virtually
- Sustained focus on school improvement, with carefully targeted and designed extra help in school time, school organization and scheduling – building relationships



Ware County HS, GA

- Consistent, on-going school improvement over a period of time
 - Talent Development Secondary
 - Building time -- an extra period -- into the school day for extra help for everyone, from tutoring to AP
 - Technology-based credit recovery for older students, 10-12
 - Collaborating with Workforce Development on Flex School, 12
 - Conferencing with the community, all levels
 - Scheduling for parents' convenience – til 10 pm
 - Culinary café for community groups/bringing them into school
 - Ninth grade and Career Academies; interest groups and clubs
 - Attendance check/outreach
 - Helping teachers call parents



Ware County HS, GA

- Using broad-band technology to bring the world into a rural high school
 - Medical assistance for students and families: 2 school-based health clinics now, all 10 in fall
 - Mental health counseling
 - Puppetry Arts from Atlanta
 - Science initiatives – would like to do HDTV out of the neighboring Okefenokee Swamp; content units, state RTTT/STEM initiative



Ware County HS, GA – Grad Rates

Old GA calculation, “leaver rate” – WCHS increased from 60 percent range to 80.1 percent, less than a percentage point lower than GA average

Under the new and stricter new cohort graduation rate calculation, WCHS is nine percentage points higher than the state average



Dothan, AL

- A two-high school district in a town of 55,000 with many rural characteristics
- Deeply segregated in the past; now learning how to work together
- “Yes We Can Dothan” modeled after “Yes We Can Mobile”
- School and community energizing around the dropout challenge



Building a Realistic Dropout Prevention Program Based on Community and School Partnerships

PUTTING THE PIECES TOGETHER



Dothan City Schools 2009

- Dothan City Schools has two high schools.
- Dothan High School and Northview High School had a combined enrollment of 2,636 students 9-12.
- Dothan City Schools had 115 dropouts



Appalachian regional
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Community Support



Billboards , Public Service Announcements, Mentoring programs for students, teachers, administrators, parents, and other community organizations, organizes community and faith-based groups to help schools, donations to help Dothan City Schools fund school improvement efforts, donations for all DCS teachers when classroom funding for supplies was cut.



Resources for Case Studies/Snapshots

- ***Building a Grad Nation: Progress and Challenges in Ending the High School Dropout Epidemic*** (the series, Annual Report 2012, 2011, the initial report in 2010, all have case studies/snapshots)
- ***Grad Nation: Guidebook***, 2008
- ***On Track for Success***, 2011
- ***Learning to Succeed***, 2012
- All at <http://www.every1graduates.org>



Alabama Graduate Tracking System

- **Report that pulls from the student data base pulls based on three indicators of failure (attendance, discipline infractions, and a grade below seventy)**
- **AGTS is printed out the last working day of the month each month**
- **Guidance Counselors meet with students during protected time once per week until student shows improvement in all areas**
- **Graduation Coaches begin meeting with a student if he/she does not show improvement after two weeks of meeting with the counselor**
- **Parental Involvement Specialists team with the graduation coaches to re-engage parents in their student's education**



Dothan City Schools Drop Out Prevention Summary

- Made changes in instructional methods to better engage students and provide a relevant curriculum
- SLOWLY changing the culture of Dothan, AL to make dropping out NOT okay
- Changing the culture of schools to accept help from the community (REALIZING WE ALL HAVE OUR CHILDREN IN COMMON)



Dothan City Schools Drop Out Prevention Summary

- Early intervention through AGTS report (Pre-K through 12th grade)
- Student must complete three essays before he/she is granted potential drop out meeting with counselor
- Counselor schedules practice GED exam for student and tries to solve any issue student has to cause him/her to drop out
- Student takes practice GED
- Student has second meeting with counselor to discuss results of GED and schedule a meeting with a school administrator
- Administrator meets with student to discuss alternatives to dropping out (Accelerated Recovery Center)
- Student schedules time to meet with graduation team



Dothan City Schools 2011

- **Dothan City Schools has two high schools.**
- **Dothan High School and Northview High School had a combined enrollment of 2,492 students 9-12.**
- **Dothan City Schools had 3 dropouts**

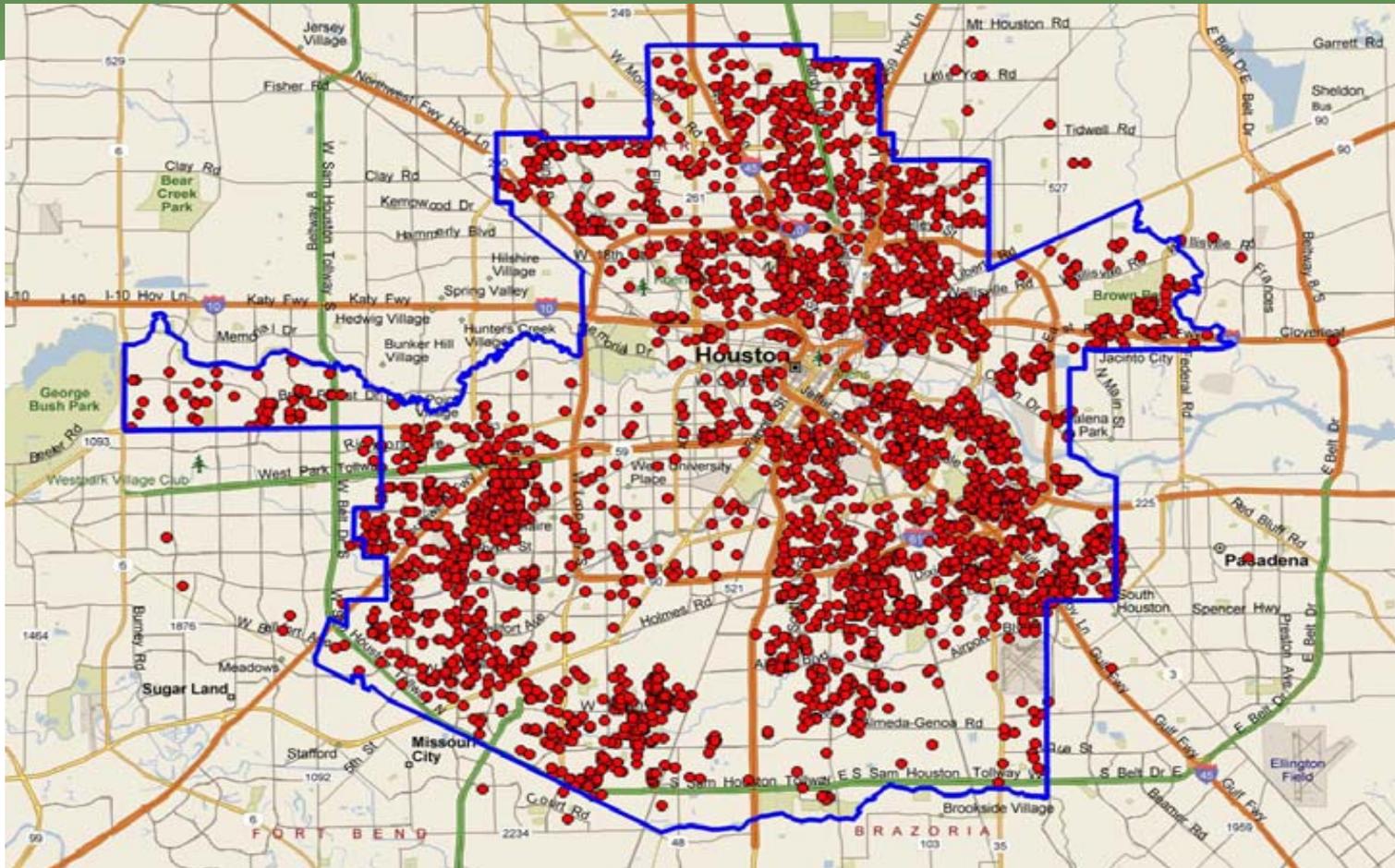


HOUSTON - GRAD CITY

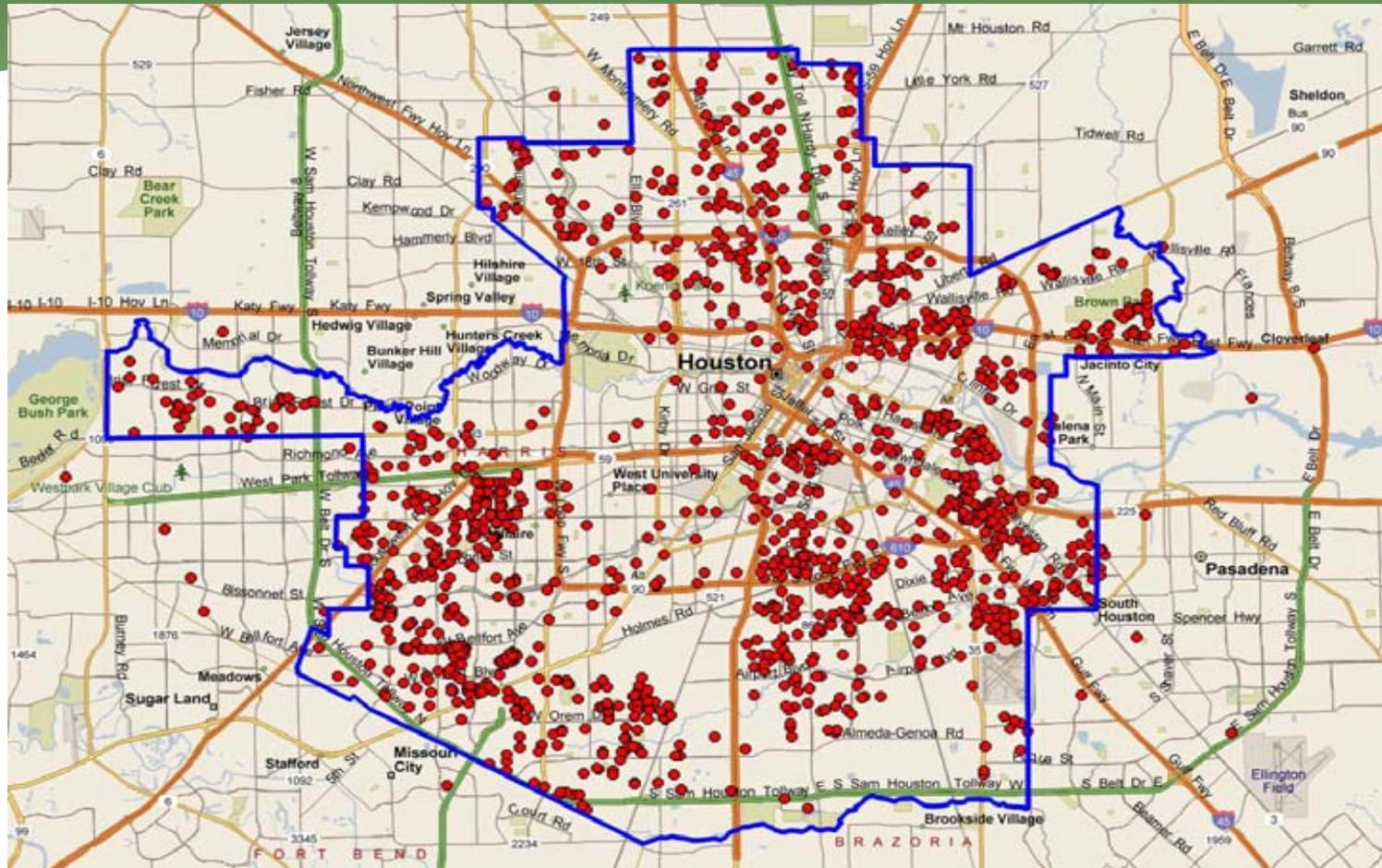


a city-wide problem

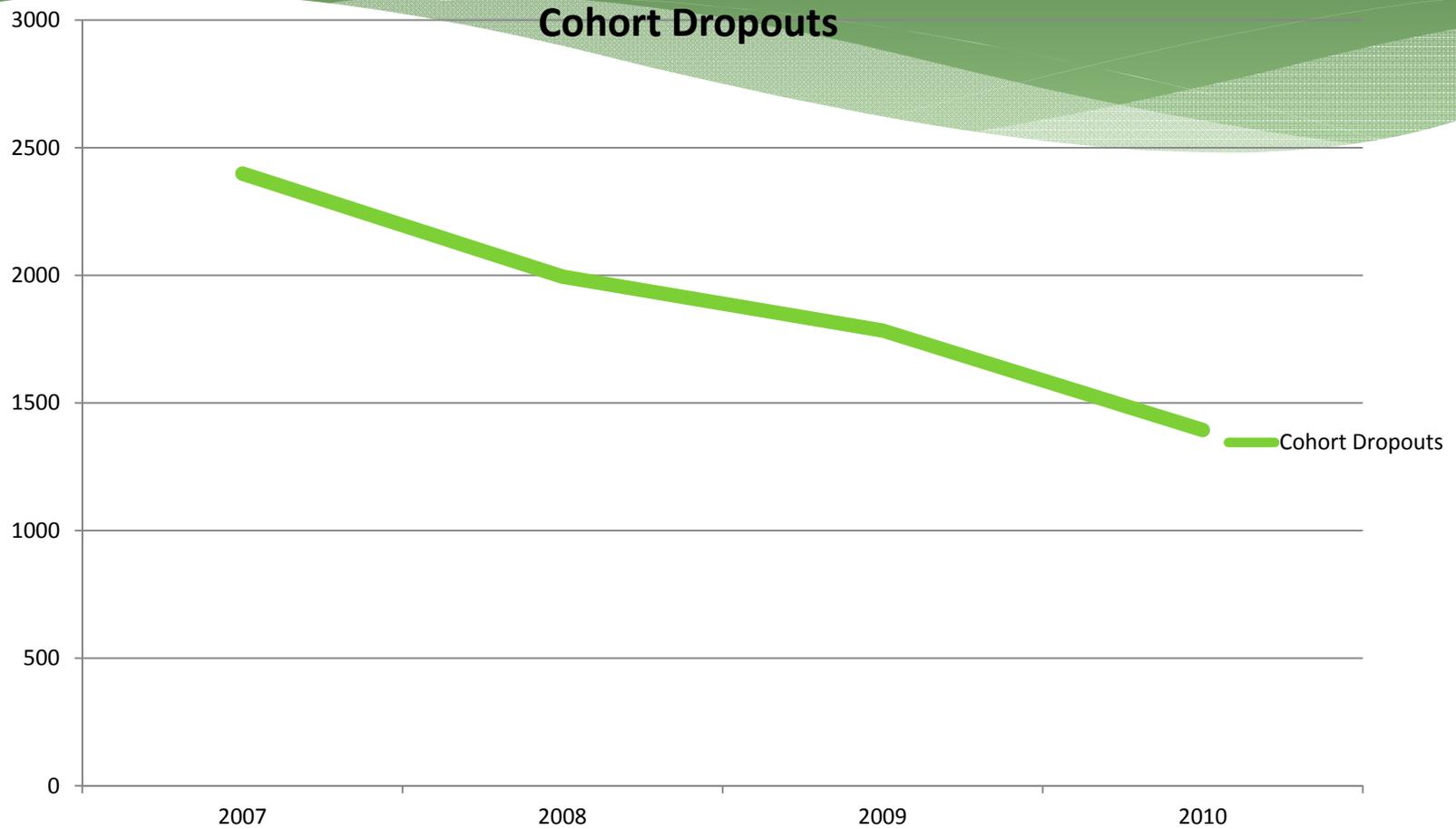
map of dropouts 2006-2007



2009 - 2010



what happened?



| Class of | Graduates | Continuers | Dropouts |
|----------|-------------|-------------|-------------|
| 2010 | 8,191 74.3% | 1,361 12.3% | 1,394 12.6% |
| 2009+1 | 8,496 76.4% | 424 3.8% | 2,052 18.5% |
| 2009 | 7,894 70.0% | 1,486 13.2% | 1,784 15.8% |
| 2008+1 | 7,727 74.1% | 416 4.0% | 2,170 20.8% |
| 2008 | 7,274 68.2% | 1,323 12.4% | 1,995 18.7% |
| 2007 | 6,978 64.3% | 1,356 12.5% | 2,399 22.1% |

Long story short:

10% increase in graduation rates in 3 years

10% decrease in dropout rates in 3 years



What has it taken?

- Collaboration
- Communication
- Community
- Strategy
- Policy review
- Targeted Funding
- Data



Collaboration

- America's Promise Alliance
- Local Youth Service Agencies
- Department of Strategic Partnerships
- Faith Communities
 - Ministers Against Crime
 - Homework, Credit Recovery Lab
- Law Enforcement, Courts
- Community Colleges
- Events: Grads Within Reach, Summits, Link-Up



Communication

- Media Attention
 - print, broadcast, radio, web
 - District
 - City
 - Spanish
- Targeted
 - Automated call-out system
 - Phone Banks
 - Town Halls, Assemblies



Community

- APA National Partners
YMCA
- Local partnerships
Fifth Ward Enrichment Program
- Service Learning
Furr High School Community Outreach



Strategy

- National Dropout Prevention Center
15 Strategies
- Apollo 20
- Focus on interventions
 - RtI (Response to Intervention)
 - IAT (Intervention Assistance Teams)
 - DRIP (Dropout Recovery, Intervention, Prevention)



Policy Review

- State Level
 - Compulsory attendance
 - Required attendance interventions
 - Adult enrollment
 - Flexible funding
- City/County Level
 - Curfew
 - Public Housing
 - Juvenile Probation
- District Level
 - Promotion Standards
 - Graduation Requirements
 - Expulsion / removal



Targeted Funding

Grants:

- State Grants
 - Collaborative Dropout Reduction Grant
 - Dropout Recovery Grants
 - 8th-9th Grade Transition Grants
 - Clubs & Activities Micro Grants
- Grants from Partnering Agencies
 - My Idea Grant (APA via Urban League)
 - City, County, Juvenile Justice grants





EVERY STUDENT, EVERY DAY.

Mayor's Interagency Task Force on Truancy, Chronic Absenteeism and School Engagement

CITY OF NEW YORK
MICHAEL R. BLOOMBERG
MAYOR

JOHN FEINBLATT
MAYOR'S CHIEF ADVISOR FOR POLICY
& STRATEGIC PLANNING & CJC

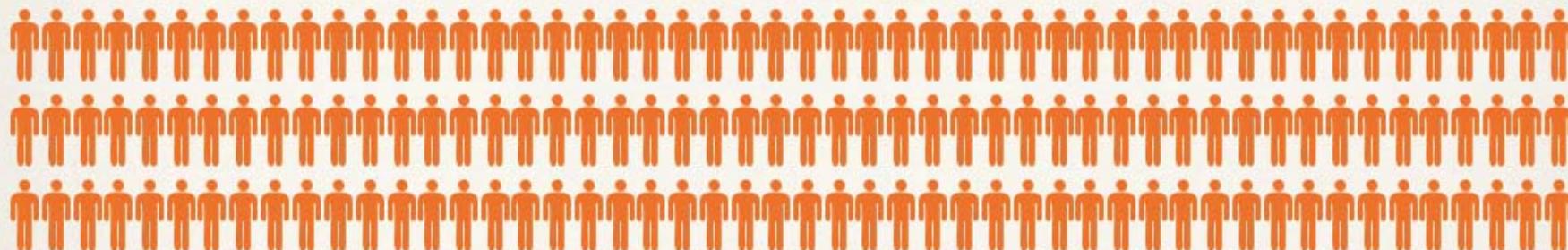
LESLIE A. CORNFELD
CHAIR, MAYOR'S INTERAGENCY TASK FORCE ON
TRUANCY, ABSENTEEISM AND SCHOOL ENGAGEMENT

Coordinated Multi-Sector Response

- New Electronic Data Dashboard
- New Interagency Data Sharing
- Outreach Campaign “Operation Start Strong” – first 8 weeks
- New Partnership Model for Community-Based Organizations & Schools
- New Culture of School Attendance & Success at Homeless Shelters
- New Student & Parent Incentive Programs
- Next Generation Multi-Sector Truancy Centers
- NYC Success Mentor Corps



Student (Parent) Engagement: NYC Success Mentor Corps



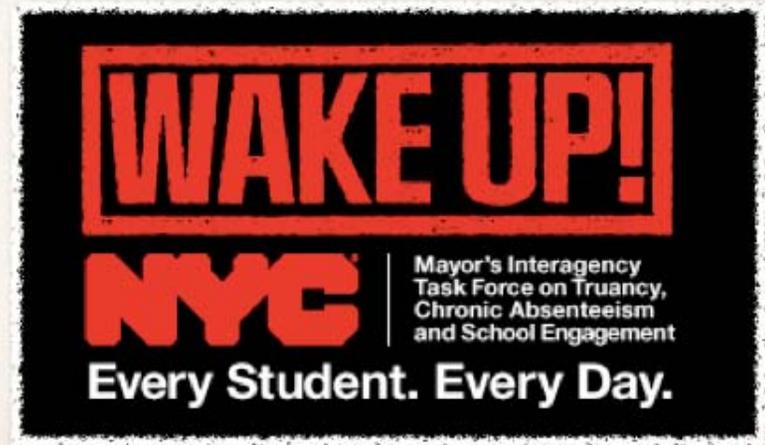
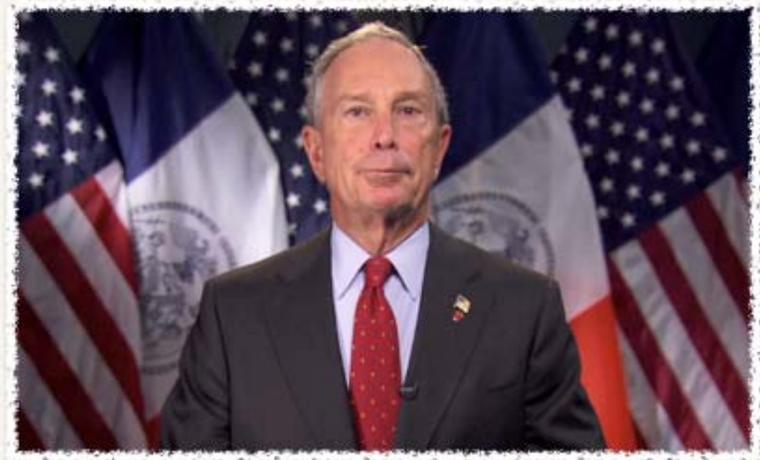
**150 Success Mentors reaching
2,250 chronically absent students**

- ✓ Full year, 3-5 days per week, 15 hour minimum
- ✓ 15 students per mentor
- ✓ Trainings
- ✓ Confidentiality agreements
- ✓ Student engagement
- ✓ Parent engagement
- ✓ Schoolwide climate
- ✓ Connection to services

Multimedia Outreach Campaign:

Building Awareness that *Every Student, Every Day* Matters

- Mayor & Celebrity Video Messages
- Multimedia Partners (Viacom / MTV, Radio, TV, Social Media)
- Faith-Based and Community Outreach / Call-to-Action Toolkits Distributed
- Parent School *Success Summits* and Resource Fairs
- E-mail, Text Messages, Letters, and Phone Call Outreach



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Tiered Interventions for High Schools

A Focus on Community Partnerships and Resources

Segment I: Community Partnerships for Raising Graduation Rates

